

Faculty Evaluation

In April of the spring semester 1976, four students at Greenfield Community College undertook the task of carrying out an Evaluation of Faculty by the students of G.C.C. We felt that student advice and constructive criticism would be of value to the faculty, as well as be an opening of communications between students and faculty. We felt that students working with instructors are in a good position to examine first hand the abilities, strengths, and weaknesses of teachers, and, finally, they would have valid suggestions as to how individual teaching methods could be improved upon in relation to student needs and desires. We also believed the students have the right to voice their opinion of their instructors: we wanted the evaluation to be a positive means of communication to the benefit of both faculty and students.

The Student Evaluation Committee was to develop a

questionnaire, distribute and collect it, and compile the data. We looked at several questionnaires and discussed evaluation questions as to their importance. Because the end of the semester was rapidly approaching, we chose a questionnaire already developed, making a few additions of our own.

Upon printing, we passed the evaluation out to faculty people to give to each of their students. Students were told to complete the questionnaire and drop them in either of one of two return boxes.

From that point on, the committee received many interesting reactions. Some faculty members expressed uncertainty about the process of passing out the forms and then letting students return them as they wished. With these faculty who spoke to us, we worked out a compromise. In one compromise, a committee member visited the faculty person's classes, passed out the

evaluations, and when completed, collected them. This assured a high return. In another case, the faculty person passed the evaluation out and asked for a volunteer student to take the completed forms to the Evaluation Committee members.

Due to lack of communication about the evaluation and thus a misunderstanding as to the purpose, some faculty members vehemently opposed the evaluation and refused to pass them out. This was evidenced by one entire department in the school returning all the evaluation forms to the committee untouched and by other faculty people simply not participating.

A few faculty members liked the idea of a student evaluation of faculty but disagreed with the method and the handling of the forms. However, these faculty participated anyway.

On May 21, 1976, a meeting

between the Faculty Affairs Committee, Dean Gainty, and the Student Evaluation Committee was called. At that meeting the following items were discussed and agreed to:

1. The limited time period available to the Student Evaluation Committee and lack of its previous experience with the evaluation process, caused some procedural gaps in its planning.

2. In view of that fact, the Student Evaluation Committee has decided to make available in the library, the evaluative data on only those faculty who agree to have such data made public.

3. The Student Evaluation Committee further recognizes and wishes those who examine this data to understand that the shortness of time, and the procedural gaps could cause skewing, and, therefore, possibly distort the significance of the evaluative data.

4. The Faculty Affairs Com-

mittee applauds the good intentions of the Student Evaluation Committee and in view of all of the above, now endorses their efforts.

After the spring semester, the Student Evaluation Committee began the task of compiling the results. We decided to sort the evaluations that were completed by teacher's name and again, by specific classes. This is, if Instructor A taught English 101, Sec. A and B, 103B, and 105 we sorted into three groups. Thus, faculty person A's evaluation would be comprised of three subgroups. The next step we completed was to compare the number of returned evaluations with the final enrollment figures for each class and its sections. We then took percentages to find the percent return for each class.

Of the approximate 171 classes offered, only 12 classes had a

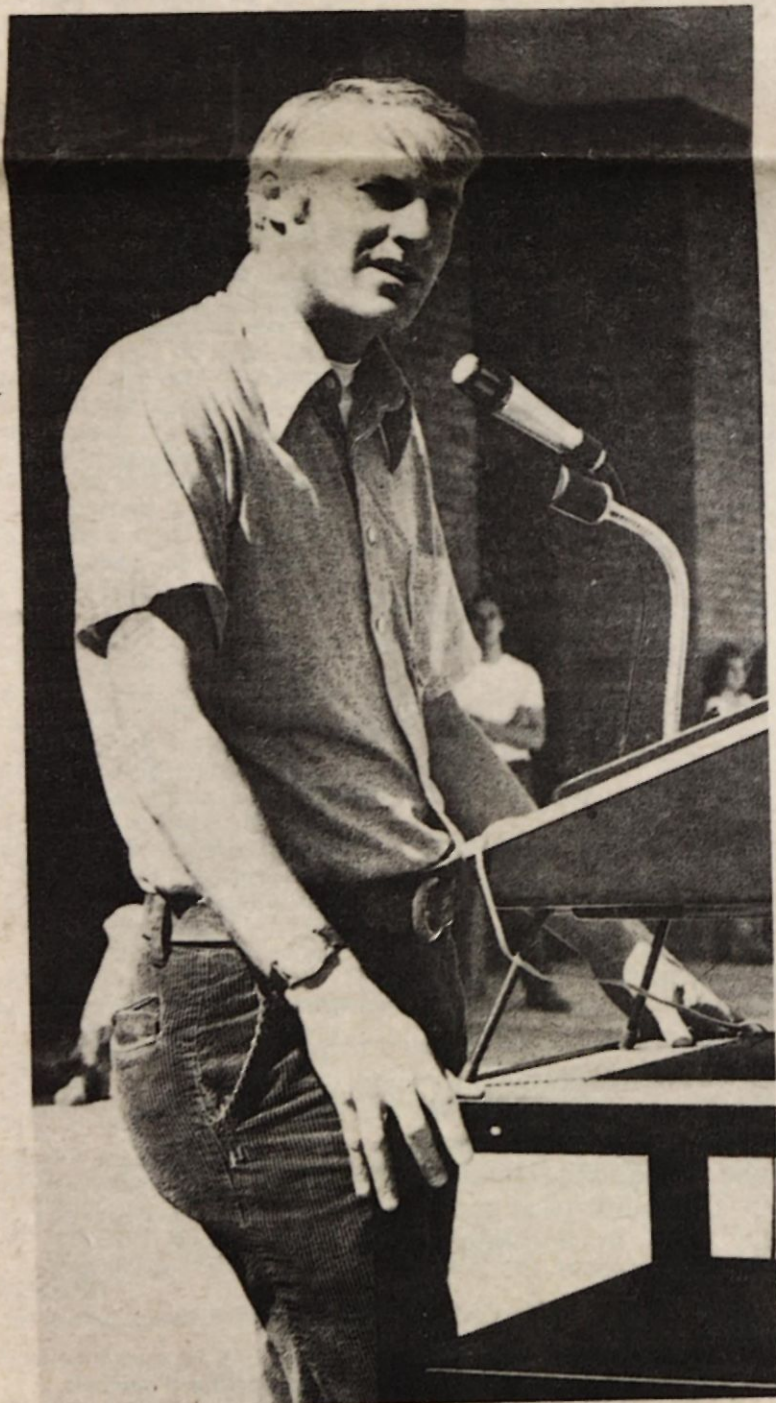
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the Forum

Vol. VII No. 1

Greenfield Community College

Friday, September 24, 1976



Typifying the warmth and informality of G.C.C., Chris Bond, current president of the student body, in a short but direct speech, successfully gave all new students who attended this year's orientation a comfortable and exacting impression of what to expect in the next two years.

Activities Fund Examined And Explained

By J.L. ROLLINSON

Each semester students at GCC are required to pay a student activities fee as one of the costs of attending the college. In April of this year the Forum published the results of its inquiry of where those funds go.

Of those fees, 85 per cent go to the student senate who oversee the funding of activities at the school. The remaining funds, or 15 per cent of the collected fees, go into a college services fund (CSF) to be used for the varying student related activities deemed appropriate by President Lewis O. Turner. Several examples of where these funds have been applied are flowers for a staff member in the hospital (\$7.50), lunch for the maintenance men (\$24.32), a clock-radio for the President's secretary's office (\$31.40). These examples are still being cited by students who are displeased that funds derived from their activities fee have and presumably still will be used in such ways.

How much money do these fees amount to?

Merryl Sackin, director of student activities, provided The Forum with the student government's income for the 1976-77 school year:

Until recently, the college services fund was used to cover all sorts of expenses relating to student and other activities.

Section 15, article 37 of the general annotated laws states that funds from student activities fees are to be expended as the President of the college may direct in furthering student activities.

Henry Boucher, comptroller for the college, explained that some time, late in '75 or early in '76, two separate funds were identified; a college services fund (CSF), having as its source 15 per cent of student activities fees to be disbursed in support of student functions and activities not otherwise provided for by the student government budget; a President's discretionary fund (PDF), having as its source monies from other college resources to be expended for general college purposes. Boucher went on to explain that the determination as to which account a charge will be made is left up to the president and, when appropriate, with the advice of his deans.

Thus according to the estimated income from student activities fees, President Turner will have nearly \$7300 to make use of this year.

Records are kept of the spending of both the PDF and the CSF. Mr. Boucher noted that with such a recent change in policy, mistakes are going to be made. However, receipts for those expenditures cited earlier still rest in the CSF file. Boucher implied that those receipts and thus the funds, if deemed improperly placed, could and would be shifted to the PDF.

1976-77

Activities Budget

By JOHN ROLLINSON

Of the nearly \$48,000 expected income this year from student activities fees, \$41,000 is being put to use directly for student activities.

Merryl Sackin, director of student activities explained that as many areas of student interest as possible are being supported in various fashions. It is the function of the student senate to receive and consider budget requests from the various clubs and organizations here at GCC.

The budget reflects the diversity of interest in student activities.

Ms. Sackin has a breakdown of the specific activities to which these funds went. Things such as reduced rates on tickets for Berkshire East, a subsidy for students taking non-credit

Fall semester	
1200 full time students ... x	\$20 — \$24,000.00
260 part time students ... x	10 — 2,600.00
Spring semester	
1100 full time students ... x	\$20 — \$22,000.00
200 part time students ... x	10 — 2,000.00
Total gross income	\$48,000.00

15 per cent of income for college services fund	\$7,290.00
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The Forum

Published By

Greenfield Community College
For the Entire College Community

Lewis O. Turner, President
Arthur W. Shaw, Director of Communications
Harley Smith, Production Advisor

The Lonely Universe

The United States has landed two unmanned space vehicles on Mars to see if there is any life on that fabled planet. Those of us who grew up on Buck Rogers and Flash Gordon hoped the spacecraft would be met by a delegation of pointy-eared one-eyed officials in green and yellow tights who would pose for pictures and then affix to one of the craft's extended legs a bumper sticker we could see with our own TV eyes back here on Earth.

However, the probing hands of these space laboratories have not as yet come up with so much as a single bacterium. Those great canals we once envisioned on Mars are not teeming with extra-terrestrial gondoliers or, apparently, any other kind of life. In fact, they are not canals at all.

The search for extra-terrestrial life goes on, not only on Mars but also with great dish-like radio receivers which tune in on the far reaches of space, listening with super sensitive ears for some emission of radio signals, no matter how faint, from some rational source. It is almost like the search made by the alchemists for a formula that would turn lead into gold. We are hungry to find some form of life in other parts of the universe, some other beings with whom we can share our humanity. Occasional sightings of flying saucers keep the popular imagination alive but offer no conclusive proof that there is life Out There.

For the moment, and the Truth must always be open-ended, it seems that Spaceship Earth is unique among the heavenly bodies in having life. The reality, as we now perceive it, is that we human beings here on Earth live in a very lonely universe. From what we know at the present moment, we are the only ones alive in the absolute vastness of that infinity which is the universe and which stretches out beyond our atmosphere and field of gravity, out beyond our galaxy, out beyond the reach of our radio telescopes to the infinity which is without dimension and of which human imagination cannot really conceive.

This loneliness, this uniqueness is apparently a special privilege of divine design or an accident of statistical chance. And this special chemistry, which has resulted through a long evolutionary process in the creation or accident of humanness, also has special obligations.

It is the privilege and the obligation of being human which are the subject matter of higher education and the real agenda for those of us who work, study, and teach at Greenfield Community College. We all need to learn enough to get a job and support ourselves; that is one reason we are here. But the overriding reason we are here is to become attuned to the gift and responsibilities of being human.

To be alive — to be aware that we are alive — is apparently the most unique phenomenon in the entire universe. And to be aware of life means to be aware of literature, music and art, to be skilled in ethics and philosophy, to be active in statecraft, agriculture, industry and humanitarian service, to enjoy marriage and sexuality and children, to cultivate and bring to flower all those endeavors which speak of Truth and Beauty and Goodness. The universe as we now perceive it may be otherwise sterile of life. Earth may be the only oasis. Our work here is to so nurture the soil of life that humanity may flower and bloom in however small a garden.

—AWS

But Seriously Folks

The cafeteria's piped-in shopping center music was drowned out Thursday afternoon by Steve Moore, a bright and witty comedian.

Before a good sized crowd of students and faculty, Moore entertained the lunchers with insights about sexual roles and about being an Italian teenager in high school.

Moore's candor about topics from impressing girls to embarrassing moments at medical examinations proved to be funny and relateable. Showing a professional style, Moore survived a few heckles by keeping a quick pace with the audience. Steve Moore's jokes and skits were a pleasant relief from the "Moon River Music" which floats through the cafeteria, and it made me forget the price of my lunch, but that's another story.

Ted Pierce

Poem

It's all but a dream this brief journey
each of us makes
And how natural the beginning we delight
yet dread the end as though there were
choice — though it be just as natural —
all journeys begin, all end.

And of late I sense how much like nightmares
we all oft times make our roads or can them
see in retrospect. Yet need not live unhappily
for all roads are open to he who journeys with open
eyes. This dream need not grow dusty — circles can
be broken — chains are but of the mind.
The winds blow unguided by the minds of men — mens minds
need not give in the current of lives past — there
are countless directions.
Then let the dream flow and be guided by your own compass!
Though the journey will end it is sure — the roads twixt
the first and last can make the trip one of some
intangible worth.

JOHN ROLLINSON

Mark R. White

ah still dreaming of you

my mind is a map
that has roads opening
and those that overlap
my heart is the crossroads
and sometimes is led astray
i've travelled the roads of lust
by its side i did lay
there are those i can remember

and those that are new
but everytime i look
i find myself returning
once again to you

my mind is an ocean
where they set their sails
my heart is a shipwreck
where pirates bury tales
in the sunny afternoon
and in windy midnite gales
i've travelled rugged waters
there my nets i cast
i've ventured downstream
though she said i was too fast
but everytime i set sail
without fail, i dock in the past

my mind is the wind
chasing after dreams
my heart becomes lost
from the quickly changing scenes
i've blown through good-byes
felt the chill by my side
and the after effect replies
"well at least we tried"
but my wind still sings true
to the one i love the most
if you feel the breath that once blew
the presence of an nostalgic ghost
tis but me, ah still dreaming of you

Write On - - -

Cutely? Cutey?

By TED PIERCE

During an interview with one of my key information sources, a slight slip of the tongue was noticed by this reporter. After telling my source that his tongue had slipped and was causing much embarrassment to me while I was trying to eat my file-o-fish, I jotted down what was slipped. It is this reporter's privilege to announce the long awaited news. In the Greenfield Community College cafeteria, sometime around November 23, the Beatles will have their reunion. There will be no charge, but student I.D. is required. Come early for good seats.

The Students taking Law Enforcement are in for a real treat; my sources say that former President Richard M. Nixon will speak very briefly about his soon to be published book, I Did It My Way. There will be a small fee but no I.D. is necessary.

Johnny Grine, the National Hockey Association's only and first black hockey player, will talk very quietly next Friday in the college library. Johnny will talk about his controversial new novel, Sore Thumb.

If you have something to share with the college, or if you think you can write better stories than I, The Forum welcomes your ideas, poems, or thoughts.

—Ted Pierce

Stocks And Bond

From The Student Government President

The Student Senate welcomes you to Greenfield Community College and hopes you will feel free to voice your opinions and make helpful suggestions, comments, and criticisms.

The following represent the Student Senate:

Chris Bond, President

Tom LaPointe, Student Advisory Commissioner

These students are representatives at large and do not necessarily represent any division:

John Perkins

George Tobin

Paul Renaud

Rich Winter

Debbie Dellert

Student elections are coming soon with the following positions vacant:

Vice President of the Student Senate

Two representatives each from the following divisions: humanities, business, behavioral sciences, learning resources, and natural science. These vacancies must be filled in order to complete the Student Senate membership.

Nomination papers may be obtained in the Student Activities Office at any time. You must have 10 per cent of the signatures from the students in your division. The nomination papers must be completed and filed in the Student Activities Office on or before October 13.

The Special Services center is offering two groups which will begin meeting the first week in October.

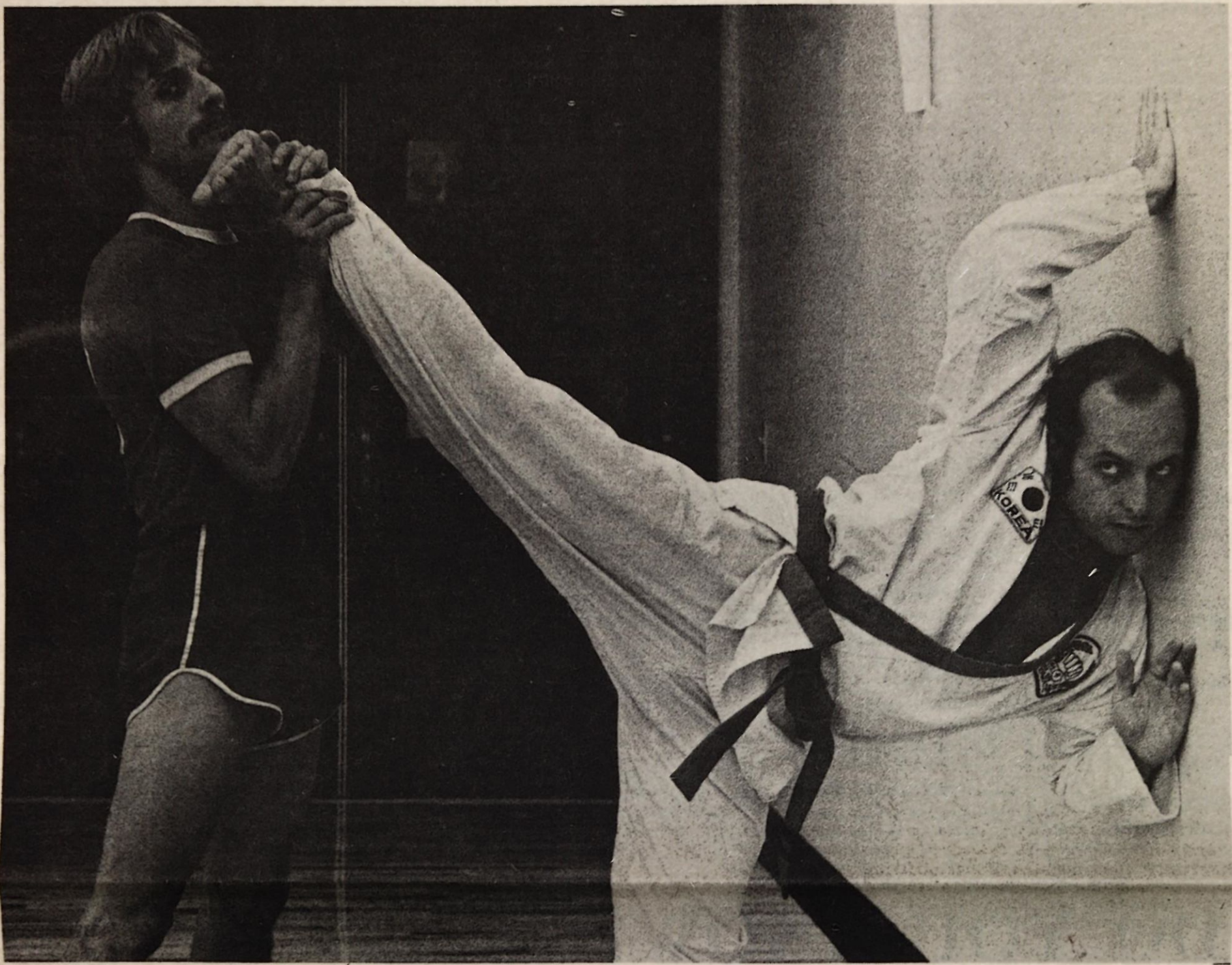
The Basic Human Interaction Group will be composed of people concerned with enhancing their interpersonal and intrapersonal communication, competence in dealing with

others, and insight into group behavior and dynamics.

The Students Returning to Education Group will be for men and women 30 yrs. or older, who are interested in meeting and sharing with others life experiences and problems centered around college re-entry, career exploration, transition in

roles, and the special needs of non-traditional students.

Students interested in participating in one of these groups or finding out more about them should act immediately by contacting the receptionist in Special Services (located on the second level in the core area) to sign up.



Different strokes . . . see page 5.

Park 'n Pay - - -

Scholarship Fund Receiving Many Gifts

By Carlo A. Gonzalez

Since the start of school, certain select students have been called upon to make generous contributions to our Regional Community College Scholarship Fund. Violating parking laws, of which there are twenty five, is the way selections were made. Unknown to most donors is that funds collected are channeled through the Franklin County court clerk to the state treasurer, who in turn deposits them into no nobler a cause than our own scholarship fund.

George McLaughlin, head of the fund drive here at the college, indicates we are off to a good start. There has been "a fair number — about fifty" donors already this year. Multiplying this figure times the five dollars mandatory donation, we see that we have collected almost enough to educate one student for a semester.

McLaughlin, whose job it is to collect funds by virtue of his being chief of security, points out that parking in safety and visitor parking zones are the two prime indicators that someone is anxious to donate. He also notices that most choose to donate only once. He thinks that there is no reason for these citations when

one considers that there is ample legal parking available.

One irate donor, who wants to remain anonymous, says "that enforcement of parking violations seems to be more stringent than last year." A consensus of opinion around the campus about the crackdown is that it comes without sufficient warning and is too harsh. Warning tickets are not given, and for most citations a five dollar fee is imposed.

McLaughlin, in the eyes of the law, is right. As the way things stand now, he can collect funds from now until we all have a Ph.D. Under the General Laws of the Commonwealth, Chapter 15, Section 39A, Section 2 of Article VIII, Penalties for Non-moving Violations (be sure not to forget that.) "The penalties for non-moving violations will be determined by the president of the community college and published by the college. The penalty for any one violation may not exceed ten (\$10.00) dollars". It is up to the discretion of the college president to decide what means are sufficient to deter parking violators.

However, there are less drastic and more compassionate ways of

accomplishing the same end. For example, handle the situation like the rest of Greenfield: the first ticket of the year being a gift and subsequent citations costing two and then three dollars. Slashing the violators tires or clipping the corners of their I.D. cards are other possible solutions. Or maybe just another friendly word of caution would suffice.

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Budget

workshops, art exhibitions, a variety of films and musical offerings, subsidy of travel costs for a field trip to New York, presentations of art forms such as photography, quilts, and

weaving. The list is long and as, she implied, deals with a wide variety of interests.

Following is a breakdown of where 85 per cent of the student activities fees will go this year:

Student Senate Approved Budget 1976-1977

Account	Funding
Athletics	\$10,000.00
Activities Council	14,500.00
Art Club	300.00
Drama Club	1,500.00
Ecology and Engineering Clubs Combined	400.00
Eventual Events	75.00
Guest Lecture-Performing Arts	2,800.00
Hockey Club	450.00
Health Services	7,500.00
Orientation	1,400.00
Student Government Operating	935.00
Toboggan Club	750.00
Vets Club	150.00
Nursing Club	150.00
Women's Center	200.00
Art Shows	100.00
Chess Club	100.00
Total Funds	\$41,310.00

New Food Service Anxious To Please

By DAVID MINER

One of the first places noticed by people as they enter our campus is our dining hall. Referred to by many persons by many different names, the cafeteria however, remains one of the busiest places at GCC.

It is a place to meet friends, a study hall and last, but not least, a place to grab a quick bite to eat.

The food service is and is not run by the college. The college does have some say in how the establishment shall be run, but then again it does not.

Contradictions? Not really!

The food service is run under contract by Grace Food Service Associates, Inc. of Springfield. The college sets the guidelines under contract with that organization. Funds above the amount agreed upon in the contract are returned to the college.

Manager of the dining facility, Bob Lewis, stated that it is not an easy task to run the food service. "We try to have a varied menu that will please most of the people most of the time."

"We have at least one hot dish on the line every day as well as a starch and vegetable. In addition, we will be featuring every day regulars like hot meatball grinders and chili."

Lewis went on to note that he was ready and willing to cater events that take place on campus. "If an organization, such as the chess club, has an event planned and they want coffee and cake, we could provide it."

Faculty

percent return of greater than 33 percent. The average percent return was 8.5 percent.

The Student Evaluation Committee cites several reasons for the low return figures. First, as stated above, the committee was too small for the task, totally lacking in experience with the process, and naive regarding the ramifications of the evaluation. Also, the committee feels it started too late in the semester which, in itself, caused problems: the evaluations were passed out during final exam week and at the same time as the Faculty Affairs Committee evaluations.

Announcement of the evaluation was late: posters notifying students were put up, but lost among a myriad of spring weekend posters. An article in the Forum explaining fully the evaluation did not come out until the same day as evaluation forms were distributed. Evaluations came as a surprise to most faculty. This caused a great deal of undue misunderstanding.

The method and the handling of the evaluations was unfair to both students and faculty. The Committee should not have had faculty people distribute the evaluations. In fact, the evaluation process should not have involved any of the faculty in any way. It should have been student to student, not faculty to student.

We feel that the evaluation sheet itself was unfair and incomplete. Many of the questions were not appropriate for all classes. A question appropriate for an English 101 class may be totally irrelevant to a chemistry class. Also, the Evaluation Committee had hoped to provide somewhat of a descriptive guide of G.C.C.'s faculty for the use of incoming students. However, we neglected to include on the forms descriptive questions on such things as types of tests, classroom format, and any particular requirements an instructor may have regarding attendance, term papers, etc. In the rush to get out the forms, the committee lost sight of its objectives.

The method of collection hindered the process as noted during the meeting between the Faculty Affairs Committee and the Student Evaluation Committee. Many students did not bother to return the evaluations while others evaluated teachers who came to the committee saying they didn't want to be a part of the evaluation. As observed by a statistician, a certain type of student would return the forms thus destroying the randomness of the sample.

The Committee regrets not previously consulting more people before performing the evaluation process. Only until the process had begun did we consult with knowledgeable and helpful people available in the school: The Faculty Affairs Committee, statisticians, and many other key people who were enthusiastic about the idea of an evaluation. These people would have provided us with invaluable advice and ideas whereby we would have avoided many of our mistakes.

Considering all these mistakes as well as the very low return figures, the Student Evaluation Committee has decided not to process the evaluation forms, but

instead, so it shouldn't be a total loss, to feed them to the stove heating the home of the one of the evaluation committee members.

The Evaluation Committee apologizes to those faculty

members who so generously gave of their time in support of our efforts. We are sorry that those faculty took the time from their classes to perform the evaluation and, now are not going to see their results.

The committee is disappointed that some faculty members refused to participate while making no offer to meet with us to discuss the problems and possibly arriving at a compromise: nothing was gained by either side by a silent and hostile rejection of the evaluation. The committee appreciated all criticisms of itself and the process, comments, and compromise.

The Student Evaluation Committee feels badly about wasting a lot of paper, ink, and energy but feels that the process was an invaluable learning experience for the committee members and not a total loss to the students. We received positive and enthusiastic reactions from nearly all students about the idea. G.C.C.'s students were introduced to the idea of faculty evaluation, hopefully helping them to realize the potential of student input at Greenfield.

Student participation in the evaluation process of the teaching staff is important; as receivers of the instructional services of the college we have a unique perspective of what happens in the classrooms. We have as well a serious responsibility to be as objective as possible when we exercise our evaluative duties. We realize that the Collective Bargaining contract has established a broad base objectively styled evaluation procedure that includes as one of its elements student evaluations.

The Student Evaluation Committee stresses the importance of student input in the planning and administering of the evaluation. In order for the evaluations to be effective and constructive, as much of the vulnerability of students and faculty must be alleviated.

The Student Evaluation Committee again apologizes for a job not well done and is very hopeful that the evaluation process will continue. We hope others will look at our mistakes and consider them so that future evaluations will be worthwhile for everyone at G.C.C.

Marge Davenport,
Denise Rau

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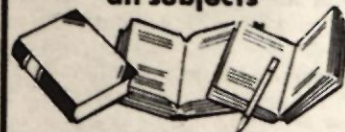
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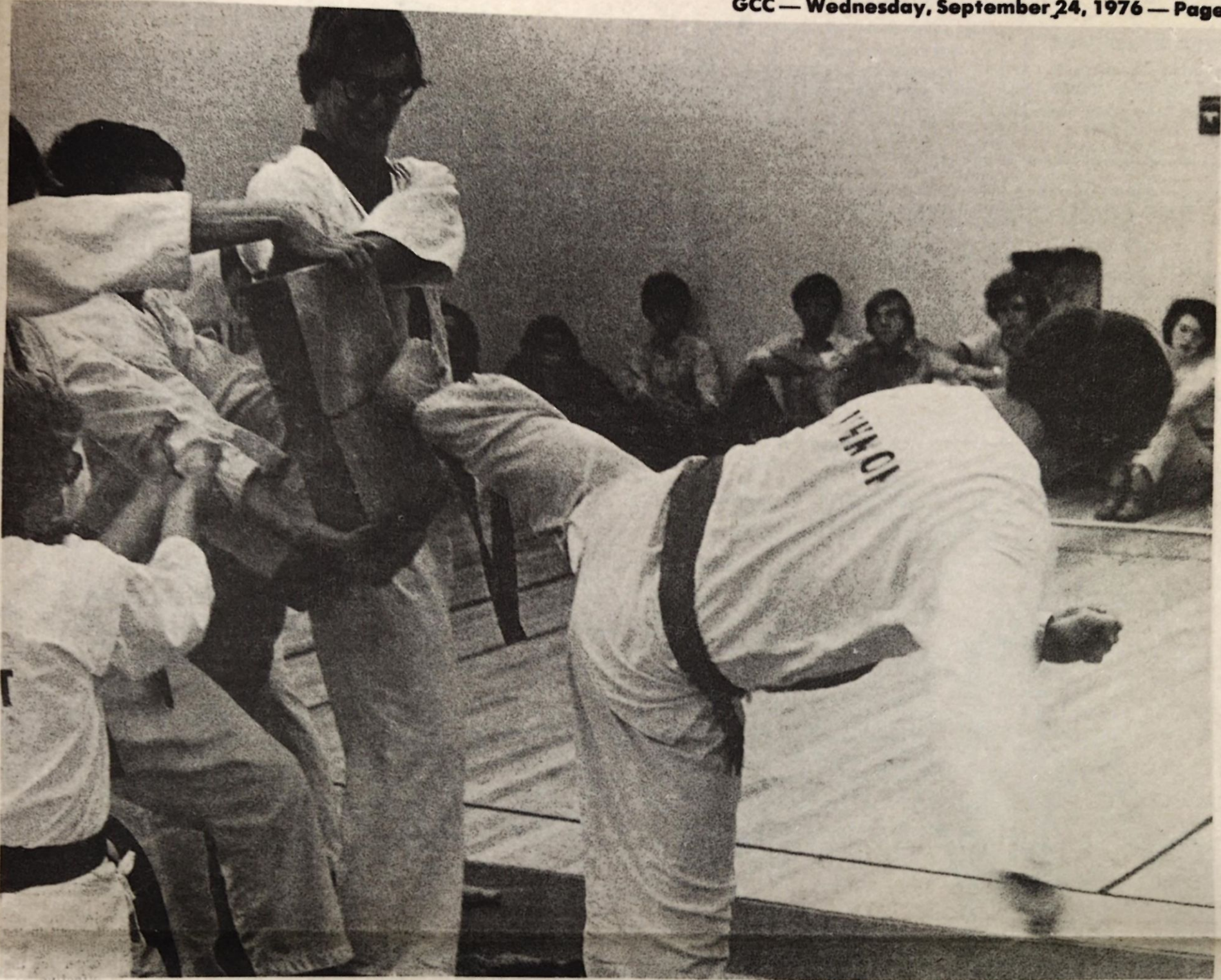


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College To Have Pops Orchestra

A new College-Community Pops Orchestra is being organized at Greenfield Community College, Dean of Faculty, Jacob B. Padgug, announced recently.

The orchestra, which Padgug sees as complementing other area musical organizations, will include students who are enrolled in the instrumental music courses at the college, students who are interested in music as a co-curricular activity and persons of all ages from the community who enjoy orchestral work.

Instructor for the instrumental course and director of the orchestra will be Robin M. Stone, well known in the area as a musician and as concert mistress of the Pioneer Valley Symphony. According to Ms. Stone, the repertoire of the new College-Community Pops Orchestra will be between symphonic music and dance and military band music. The group will give

several public concerts a year, according to Ms. Stone, and hopefully smaller ensembles will give other public performances.

Ms. Stone is a music instructor in private practice in Greenfield and has taught at Keene State College, the New England Conservatory, The Springfield Conservatory, The Winsor School, Boston, The Quincy Conservatory and the Hockstein Music School, Rochester. She has performed as pianist, violinist, accompanist and rehearsal pianist, and been associated with the Rochester Philharmonic Orchestra, The Springfield Symphony Orchestra, The Pioneer Valley Symphony, The Meldoy Tent, Hyannis, and Storowton Music Tent.

At Greenfield Community College she will be a member of the adjunct faculty and will teach music theory and instrumental music.

The only requisite for membership in the College-

Community Pops Orchestra is an appropriate level of proficiency on the chosen instrument. Further information may be obtained from Ms. Stone (772-6020) or from Prof. Grace Mayberry (774-3131, ext. 334).

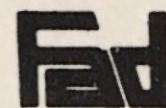
Drama Tryouts For Classic Eliot Play

The fall dramatic production at Greenfield Community College this year will be T.S. Eliot's *Murder in the Cathedral*, Prof. George Johnston, theatre director, has announced.

Murder in the Cathedral is a tragedy dealing with the martyrdom of St. Thomas Becket. Becket was a boon companion of Henry II who then became Archbishop of Canterbury and was assassinated for his stand against the king.

It is a short play in verse and is considered an outstanding exposition of the conflict between official duty and conscience.

While *Murder in the Cathedral* at Greenfield Community College will be primarily a student production, area actors are invited to audition for any of the 18 roles. Auditions will be held Sept. 22nd and 23rd from 7:00 to 10:00 p.m. in Rm. S212.



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Parent Parley Planned

An eight-week workshop ON BEING A PARENT TODAY will be held in Orange, Greenfield, and Shelburne, the end of September.

These workshops will meet the needs of parents, adults who have children or who work with children, or care about the problems of families and of children growing up in the world today. Beth Backman, freelance educator and counselor, and Janet Dyer, supervisor of the Home and Family Education Program of Franklin County, will lead the groups.

One of the workshops will be held on Wednesdays, starting September 29 from 7 to 9 p.m. in Room S-229 at Greenfield Community College.

Sponsored by Franklin County Community Action Corporation with funds from the Massachusetts Department of Mental Health, the workshops are free to interested Franklin County residents.

Topics covered by the workshops will include child development, family life, and personal relationships; how it feels to be a child in today's world; our shared adult responsibility towards our children and ourselves; dealing with fear, guilt, anger, and our own hang-ups; living in a world where roles are constantly changing; finding new ways of using our energies, experience, and resources.

The workshops will also draw on the experiences and needs of participants, as problems and concerns are brought into the group discussion. Feeling that most adults and parents have deep inner resources to be adequate persons, Backman and Dyer will work with the groups on such issues as how to help children through stressful periods in their lives; how to get the right kind of help when needed; coping with such specific problems as single parenthood, family changes, and economic strains; positive steps we can take to build the kind of social and psychological environment which can help adult and child alike to grow in healthy whole ways.

LETTERS TO THE EDITOR

To the Editor:

The Congregational Family of Temple Israel warmly welcomes the participation of your students at our worship services and cultural activities.

We are also eager to enlist the involvement of youths whose synagogue skills and experience might enable them to play an active part at our Junior Services. The latter are designed for youngsters between ages 10 and 18. Relevant dramatizations and transliterated Hebrew chants will supplement the abridged Junior Services during the High Holy Days.

May I also offer my personal services in the form of continuing Jewish education and the ministering to the religious needs of students of our faith.

Kalman Newfield
Rabbi

To The Editor:

The Greenfield and Montague Transportation Area will begin its fall-semester commuter bus service between the Greenfield-Montague area and U Mass in Amherst on Wed. Sept 1, the first day of registration for the new term. The GMTA-Amherst bus will pick up passengers anywhere along the route. Leaving from the Hope St. Parking Lot and Court Square in Greenfield at 7:00 a.m., the bus will go through Turners Falls, Montague Center, and Leverett (Route 63), circle the University Campus dropping off U Mass employees and students and other Amherst-bound passengers who may make bus connections at the University for Amherst center, Northampton, and other area towns, and picking up Greenfield-Montague-bound passengers at 7:50.

GCC students living in the Amherst area will use the service as they did during the winter term when the bus service first began.

In the afternoon, the bus will leave Court Square at approximately 3:35 (timetables will be distributed within the week), for the University, arriving at Campus Center Circle at 4:15 P.M.

Weekly and monthly commuter passes are available.

For more information, please call the GMTA 773-9478, weekdays 8-4.

Catherine S. Debo
General Manager

Health Service Offers Much

By MARK R. WHITE

Are you feeling blue? Do you have a pain in the neck? If so Student Health Service can help you. Health Service provides the proper information on good health care.

Along with care for the common medical problems — colds, headaches — Health Service also provides pregnancy and V.D. tests. The service also offers tetanus shots, allergy injections, and advice on birth control.

The Health Service is free though special testing will be done at the local hospital at your expense. Health Service stresses the importance of a health insurance plan; the plan covers any hospital expense.

If you are feeling under the weather, or just have a question on a medical concern, visit Student Health Service.

Dentists To Meet For Seminar

Oral problems in the Elderly Patient will be the topic of a continuing dental education seminar at Greenfield Community College on Wednesday, October 13th, Prof. Ethel M. Case, director of continuing education, has announced.

The program, which will begin at 8:30 a.m. will discuss gerodontics, the special dental problems of the post menopausal female patient, and the dental treatment of the patient past fifty.

The seminar leader will be Maury Massler, who has enjoyed an illustrious career in dental medicine and dental education since 1939, according to Prof. Case. He has served on the faculties of the University of Illinois, Tufts University, Hebrew University and Tel-Aviv University in Israel and as a consultant to dental schools in Italy, Germany, South America, India, Australia, Scandinavia, and Iran.

He is the author of 260 papers in scientific journals, a contributor to five textbooks, and the co-author of two textbooks.

Dr. Massler's continuing dental education seminar at Greenfield Community College is sponsored by the college and by the Franklin County Dental Society.

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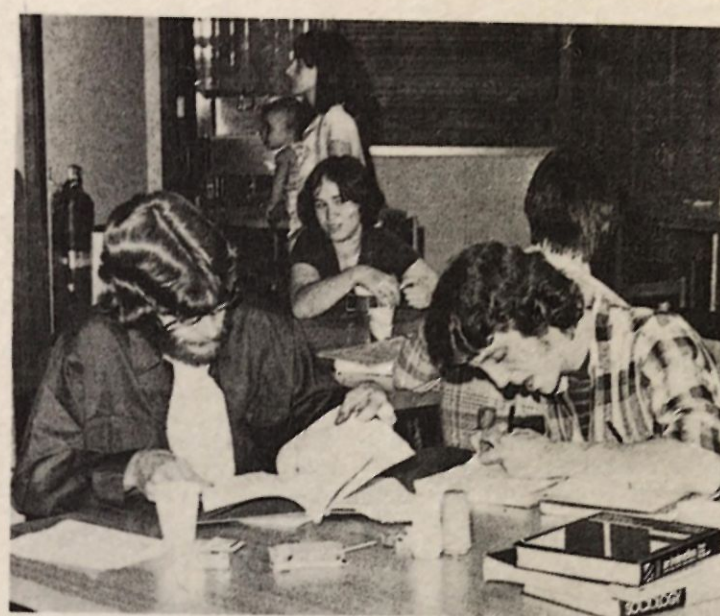
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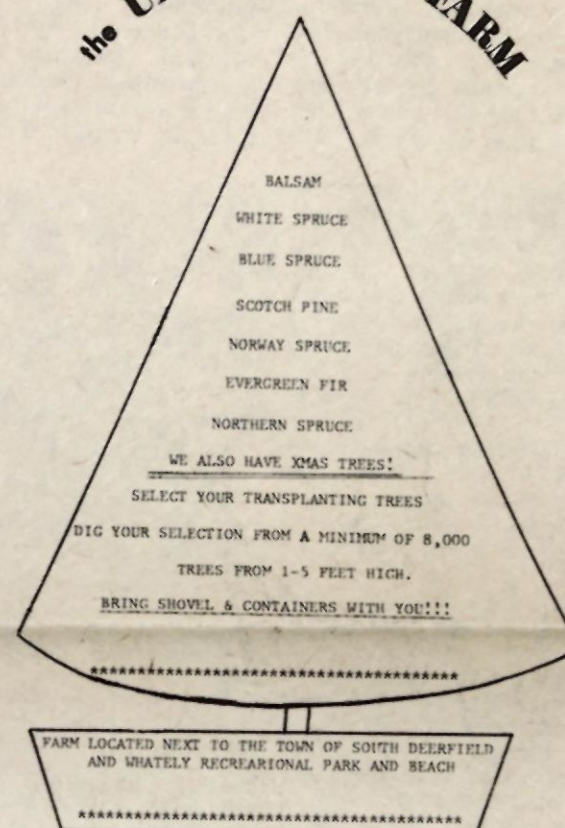
GCC Film Schedule For 1976-77

Film	Time	Date Of Showing
On The Waterfront	12 noon	Sept. 15, 1976
Fall of the House of Usher	12 noon	Sept. 17, 1976
Between Time & Timbuktu	12 noon	Sept. 22, 1976
Frankenstein	12 noon	Sept. 29, 1976
Superfly	7:30 p.m.	Sept. 29, 1976
Guess Who's Coming to Dinner	12 noon	Oct. 13, 1976
Abbott & Costello Meet Frankenstein	7:30 p.m.	Oct. 27, 1976
Horror of Dracula	7:30 p.m.	Oct. 27, 1976
Charlie Chan at the Circus	12 noon	Nov. 3, 1976
Invisible Man	12 noon	Nov. 5, 1976
Hounds of the Baskerville	12 noon	Nov. 10, 1976
Ten Little Indians	12 noon	Nov. 17, 1976
King of Hearts	7:30 p.m.	Nov. 17, 1976
The Mouse That Roared	12 noon	Dec. 1, 1976
Dancing Masters (Laurel & Hardy)	12 noon	Dec. 8, 1976
Touch of Evil	12 noon	Dec. 15, 1976
Lawrence of Arabia	7:30 p.m.	Dec. 15, 1976
Harper	12 noon	Dec. 22, 1976
Chinese Connection	7:30 p.m.	Feb. 2, 1977
A Raisin in the Sun	12 noon	Feb. 16, 1977
The Ruling Class	7:30 p.m.	Mar. 2, 1977
Teahouse of the August Moon	12 noon	Mar. 16, 1977
King Rat	12 noon	Mar. 30, 1977
Lady Sings The Blues	7:30 p.m.	April 20, 1977
Days of Wine & Roses	12 noon	April 27, 1977
When Comedy Was King	12 noon	May 4, 1977

All day films are free. All evening films cost \$1.00
All films will be shown in the GCC Lecture Hall.



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LSP A Great Trip

By RICHARD WINTER

The Learning Skills Project, located in the Special Services Center on the second floor, is a place where students help other students.

LSP is manned — peopled — by learning skills assistants — students that have done well in their respective areas of study and come recommended for their tasks by faculty who have confidence in their ability. The cast of characters include: Mike Meihn, Kathy Wilsey, Marge Davenport, Tom Salter, Vince Lorditch, Rich Winter, Jean Mankowski, Brad Brigham and Dennis Upham.

The project was developed to help students having difficulty in specific subjects of basic skills, such as reading, spelling, writing, or even studying. The atmosphere is friendly and informal — people getting their school trip together rather than student-teacher-classroom oriented.

Tutors are also available for specific courses. Anyone desiring a tutor need only fill out a request and a copy of their schedule. Usually there are several tutors (students themselves) available for each subject. Anyone can get together with someone on the list and work out a time for meeting.

There are also satellite tutors involved in LSP. These are students who are selected by and work closely with faculty members in their respective courses.

LSP is co-directed by Amy Chin Shong and Phil Rabinowitz. Amy, counselor-coordinator, has a master's degree from Hunter College in college counseling and student development. Her office (C229), located in the Special Services Center, is always open to students. She realizes that it is sometimes difficult for people to ask for help, but hopes they will feel free to do so.

Phil, teacher-counselor, has a diverse educational background — having taught on all levels from pre-school to grad school — and is currently working on a doctorate in counseling. He is in the process of attempting to organize a group of students interested in mastering basic math skills.

Marge Mendoza, counselor-intern, is another staff member who assists the project in both counseling and tutoring capacities. Marge holds a B.A. in elementary education and music and is currently working on a master's in education.

All the staff are new at the college and are investing much energy in their commitment to the success of the project.

It is not unusual for some people to receive help from LSP and improve to such a degree as to later become tutors or learning skills assistants themselves. So if you feel that you might need help with your studies, you've got a friend at LSP.

GCC Sponsors Fire Workshops

Three Fire Science Technology workshops will be offered this fall by Greenfield Community College, Prof. Welsh, coordinator, announced today.

The workshops will be on Nuclear Materials, LP Gas and Chemical Materials and may be taken for one credit each at a cost of \$20 plus \$3 registration fee. The courses may be audited at the same price.

The first workshop, Nuclear Materials, has been scheduled as follows:

Health Radiation Physics, September 28; Construction of Nuclear Plants, October 5; Transportation of Nuclear Material, October 12; Panel discussion on meeting emergencies during construction, operation and fuel transportation, October 19. The workshops will meet from 7:00 to 9:45 p.m. on each of these four



evenings. The second workshop, LP Gas, will meet for two Saturdays: on November 20 — Properties of LPG — and on December 4 — Handling LPG. Both sessions will begin at 8:30 a.m. and continue through until 4:30 p.m.

The third workshop on Chemical Disposal will be given early in 1977 with exact dates to be announced later, according to Welsh.

On ten Monday evenings beginning Sept. 27th the Massachusetts Fire Academy will offer at Greenfield Community College a course in the training of instructors. This may be taken either for credit or non-credit.

For information, contact the Division of Continuing Education at the college.



GCC Alumnus Has Gallery Show

Admissions Up Despite Program Cut

Despite the phasing out of two programs here at GCC last year, applications to the school are anything but down. The admissions office says that the absence of the mental health and environmental science programs has not been a deterrent to applying freshmen. In fact director of admissions Don Brown says he has a few more applications on his desk than he did last year at this time.

The programs were cut because of the state's budget crisis which saw many state institutions tightening their belts. The reason for these particular programs being cut is that there was a comparatively small number of students graduating from them every year.

Three full time teachers lost their jobs as a result of the cuts. Students who were enrolled in these programs were absorbed into liberal arts and other courses of study. Administration feels that sometime in the future there is a possibility these fields of study could come back as liberal arts programs with a concentration in human services and environmental science.

Manuscripts Invited



One activity during the Festival of Children's Literature, November 5, will be a Writers' Seminar, conducted by noted author Jane Yolen. If you wish to participate in this seminar, submit your manuscript by October 15. Ms. Yolen will read all manuscripts and choose 12-15 participants. Manuscripts may be left with Mrs. Ellie Stebbins, Humanities Division secretary, S322. Manuscripts should be typed, double or triple spaced.

The first gallery art show of the semester at Greenfield Community College featured the work of alumnus Stephen E. Belliveau.

Belliveau, who is a native of Fitchburg, was an art major at Greenfield Community College. He says, "I see my paintings and drawings as visual manifestations of music, preferably jazz. I am interested in color, shape, and textural relationships and the rhythm of line. My photographs," he says, "are fragments of the life I see around me, taking into consideration the graphic image."



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